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ABSTRACT

The wide range of defined objectives of the Arizona Right to Read plan requires a program of preparation for those individuals who will serve as reading directors of local education agencies (LEA) that is both intensive and comprehensive. There are two dimensions (academic and practicum) to the program of preparation of reading directors. The academic dimension encompasses six areas of concern: organization and administration, reading theory and methodology, program development, communication skills, change agent skills, and planning and management. The practicum dimension of the program of preparation represents a period of time for as long as an LEA requires, in which the reading director of an LEA will receive technical assistance from the state level Right to Read staff personnel and from the Consultant Cadre. It should be emphasized that the position of reading director is not simply a reading teaching position. The reading director should have the authority, as well as the responsibility, for planning, implementing, and evaluating a quality reading program. (Author/TO)

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THE RIGHT TO READ IN ARIZONA

TARGET FOR THE 70's

ARIZONA
DEPARTMENT OF EDUCATION
CAROLYN WARNER, SUPERINTENDENT

LEADERSHIP DEVELOPMENT PROGRAM

FOR READING DIRECTORS IN

RIGHT TO READ LOCAL EDUCATION AGENCIES

MARCH 1975

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1. Organization and Administration
2. Reading Theory and Methodology
3. Program Development
4. Communication Skills
5. Change Agent Skills
6. Planning and Management

The practicum dimension of the program of preparation represents a period of time for as long as an LEA requires, in which the reading director of an LEA will receive technical assistance from the state level Right To Read staff personnel and from the Consultant Cadre.

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OBJECTIVES OF LEADERSHIP DEVELOPMENT PROGRAM

The Academic Dimension

There is a concern that workshop participants demonstrate their knowledge and skills through a series of carefully planned activities. Objectives indicating the results of seminar participants' activities are listed below. While it is not possible to list all the objectives or the results expected, the participants should be able to see how selected topics have been considered to provide the best means of developing a comprehensive reading program for the local district.

1.0 ORGANIZATION AND ADMINISTRATION

Reading Directors will need an understanding of the organizational framework within the national, state, and local educational agencies in order to effectively use the resources available.

1.1 The Right To Read Director will understand the philosophy and structure of the national, state, and local Right To Read programs, along with the commitments made as a basis for the development of Right To Read programs.

1.2 The Right To Read Director will understand the organizational structure of the state department of education and its programs, services and resources that are available to support the Right To Read effort.

1.3 The Right to Read Director will understand how the various patterns of school district and local school organization affect the coordination and articulation of a Right To Read program.

2.0 READING THEORY AND METHODOLOGY

Reading directors must possess an understanding of reading theory that transcends mere familiarity with a particular reading curriculum and methodology of the LEA. The reading process must be understood generally.

2.1 The Right to Read Director will demonstrate an understanding of the different philosophies and approaches to the teaching of reading as contained in basal texts.

2.2 The Right to Read Director will demonstrate the ability to design a scope and sequence of reading skills for the local school district which will include readiness factors, word attack skills, comprehension skills, and study skills.

2.3 The Right to Read Director will demonstrate the ability to design and implement a program of reading instruction in the content areas within the school district scope and sequence of reading skills.

2.4 The Right to Read Director will demonstrate the ability to develop a student reporting system which will fulfill the following conditions:

- account for both cognitive and affective changes in behavior
- report reading progress to both students and parents through the development of a functional reading record-keeping system for individual students
- include diagnosis of reading abilities and disabilities

2.5 The Right to Read Director will demonstrate the ability to coordinate measurement and evaluation data generated in each classroom with the school system reading program. In order to accomplish this objective, the director should understand:

- norm-referenced testing
- statistical analysis
- criterion-referenced testing
- assessment of reading level
- diagnostic-prescriptive teaching

3.0 PROGRAM DEVELOPMENT

It is a planned reading program that is sought for each Right to Read LEA in Arizona. Right to Read directors must understand the components of reading programs and how those components may be developed.

3.1 The Right to Read Director will demonstrate an understanding of the three basic components of reading programs: Curriculum, Method, Organization and Administration.

3.2 The Right to Read Director will demonstrate an understanding of continuous progress organization and grouping for reading instruction in order to assist a teacher or school faculty to select the most appropriate organization for reading instruction.

3.3 The Right to Read Director will demonstrate an understanding of all federally funded reading programs in the local school district and how the Right to Read program can provide coordination and articulation in the development of a unified and comprehensive program of reading instruction.

3.4 The Right to Read Director will demonstrate an understanding of the content and practice of Adult Basic Education Programs in order to provide assistance with the Adult Basic Education activities in the local school district.

3.5 The Right to Read Director will demonstrate an understanding of the content and practices of preschool reading programs such as private kindergartens within the local school district's boundaries.

3.6 The Right to Read Director will design training program materials and demonstrate an understanding of their use in developing a volunteer program to assist in the local school district's reading program.

3.7 The Right to Read Director will demonstrate an understanding of the content and practices of library programs other than the school libraries and how they can be effectively utilized in developing a comprehensive Right to Read Program in the local school district.

3.8 The Right to Read Director will demonstrate the knowledge of how to organize a media (resource) center for an elementary and a secondary school which will include a plan for use by students and teachers.

3.9 The Right to Read Director will demonstrate an understanding of the appropriate reading materials and supportive media which should be found in a properly equipped media (resource) center.

3.10 The Right to Read Director will demonstrate an understanding of how to develop instructional materials for use in the local school district's reading instructional program.

3.11 The Right to Read Director will demonstrate the ability to develop a centrally located filing system (repository) for instructional and practice reading materials.

3.12 The Right to Read Director will demonstrate the ability to develop a series of criteria which will make possible the identification and selection of commerical materials for the local reading program. Using the criteria that have been developed, the Director will apply them to a commercial material presentation. From the criteria application, the LEA will select those that could be appropriate for the proposed reading program in the local school district.

4.0 COMMUNICATION SKILLS

Right to Read is a massive effort to achieve educational reform in the area of reading. A vital ingredient in the Arizona plan is the establishment of a local education agency Right to Read advisory council. It is suggested that representation be sought from among the many community agencies both public and private which have an apparent interest in the overall effort. Typically advisory council membership would include representatives from the education profession, public library volunteer organizations, private business, welfare institutions, students, clergy, community action programs, etc. Whenever such a cross section of citizens come together for the purpose of gathering and assimilating information and ultimately generating recommended actions, the change process is implemented.

It is also highly recommended that the Reading Director form a "working" task force from within the LEA staff to provide input and assistance in the planning, implementing and evaluating of the reading program.

The Arizona Plan calls for the Right to Read reading directors to come to acquire and demonstrate certain critical skills of leadership as they work with their LEA staff and their local advisory councils.

4.1 The Right to Read Director will demonstrate basic communication skills of paraphrasing, behavior description, perception checking, and describing feelings

4.2 The Right to Read Director will demonstrate ability to use and refine the communication skills to develop a helping relationship with the other members of the group.

4.3 The Right to Read Director will demonstrate skill in planning for self-improvement in the area of interpersonal communication skills

4.4 The Right to Read Director will demonstrate ability to relate group factors to communication between/among individuals also in the group.

5.0 CHANGE AGENT SKILLS

Change is an ongoing part of the education institution. However, there is a distinct difference between spontaneous change or natural evolution within a system and the concept of planned change which states:

1. There is a recognition of a need for change and innovation
2. Steps are devised to satisfy the need and achieve the desired end.

5.1 The Right to Read Director will demonstrate an understanding of change strategies and develop the skills needed to apply these strategies in implementing the reading program with individuals and groups in the local school district.

5.2 The Right to Read Director will develop an understanding of various types of incentive programs to encourage participation in the program of local staff development by all administrators, teachers, and support personnel.

5.3 The Right to Read Director will demonstrate an understanding of communication skills that teachers must develop to improve reading instruction.

5.4 The Right to Read Director will demonstrate an understanding of the techniques for developing the type of affective classroom climate that enhances and supports the teaching of reading.

6.0 PLANNING AND MANAGEMENT

An effective reading program will utilize planning and management skills and techniques in order that desired goals and outcomes are achieved.

6.1 The Right to Read Director will demonstrate the ability to conduct a needs assessment of the existing program in the LEA.

6.2 The Right to Read Director will demonstrate the ability to design a management plan for their LEA.

6.3 The Right to Read Director will demonstrate the ability to develop a staff development program to assist the local school district personnel and groups as they examine and refine their respective roles in a coordinated reading program.

6.4 The Right to Read Director will demonstrate the ability to utilize the Criteria of Excellence in evaluating the LEA reading program.

6.5 The Right to Read Director will develop a reading program information system using data from the Right to Read program efforts, the student reporting system, and from interagency and system sharing that will be used to disseminate to the public.

The Practicum Dimension

The practicum dimension of the total program of preparation for reading directors who serve Right to Read local education agencies is designed to provide the local reading director with technical assistance during that initial period when significant change is being effected in the LEA through planning, implementation and evaluation activities. Consultative assistance will be provided through the SEA Right to Read staff and through the Consultant Cadre.

A communication network will be provided to continue the interaction, support, critiquing and consultant service developed within the Right to Read Directors' group.

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